QUALITY PRESCHOOL FOR GHANA STUDY

ENDLINE SURVEY

MANUAL FOR SCHOOL ATTENDANCE TAKERS

JANUARY 2017

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CHAPTER ONE
GENERAL INTRODUCTION

1.1   About the Manual

The Follow-up (FUP) II manual for the School Attendance Takers provide information on the data collection protocols and guideline for taking school attendance records for teachers and children. The protocols outlined in this manual are intended to ensure uniformity in the overall fieldwork and data collection processes and structures during the Endline Survey. Trainees who successfully complete the training will work as a team to take the attendance records in the selected schools. Well-trained Attendance Takers are, therefore, essential to the success of the school attendance records. The data will be collected and stored using a paper form of the Attendance Records and entered into Samsung tablets. Your participation as a trainee is expected to build your capacity in accurately taking the attendance records. Your attention to details and adherence to the protocols in this manual will help ensure that IPA/NYU has access to good school attendance data as part of measures to establish the effectiveness of the KG teacher training program. We hope you will take as much pride in your work as we take in our hard-working employees. Welcome to the Teacher Attendance Takers training for the *Quality Preschool for Ghana (QP4G) Study*! Welcome to IPA!

1.2   Introduction to IPA

Innovations for Poverty Action (IPA) is a US-based non-profit research organization dedicated to creating, evaluating and replicating innovative solutions to poverty and policy problems worldwide. IPA specializes in using the randomized controlled trial methodology to evaluate the impact of development programs. IPA works with development partners and academic researchers to design and rigorously evaluate approaches to solving development problems, and to refine these solutions and their applications together with decision-makers to ensure that the evidence created is used to improve opportunities for the world's poor. IPA works in a variety of fields, including microfinance, agriculture, education, and health.

1.3   Training Objectives

By the end of this training, participants will be able to:
    a.   Understand the QP4G Study.
    b.   State roles, responsibilities, and expectations for their involvement in the survey.
    c.   Understand the rationale for School Attendance Records.
    d.   Explain the field operations and protocols regarding the school attendance taking.
    e.   Take school attendance records following the protocols prescribed in this manual.

1.4   Ground Rules for Training

The following rules are to be adhered to during the training:

    a.   ***Attendance***: Attend all training sessions punctually. Attendance will be taken at the beginning of each day.

b. *Follow the instructions of the trainer*.

c. Guard the training materials and/or equipment given to you with utmost care.

d. *Mobile phones*: Switch mobile phones off, to silent or vibration modes.

e. *Participation*: You are expected to fully participate in all training sessions. Be attentive and take everything you are learning seriously; your participation is key.

f. *Eating*: Do not eat when training is in session.

g. Respect one another.

h. *Ask questions*: Ask questions when you are not clear on something.

1.5   Assessing Learning and Performance

Trainees' learning and performance will be evaluated regularly during training. This is important to assess the progress of the trainees; provide performance feedback to both the trainers and the trainees; as well as help in determining the best candidates for the fieldwork. A number of methods will be used in this training to support and assess learning and to evaluate performance. These are outlined below.

a. *Quiz:* The quiz helps to review content. The quiz can take any format such as true/false or open-ended questions.

b. *Performance on interviews*: Data from role-plays and field practice per trainee during classroom sessions and field practice, respectively, will be evaluated.

c. *Classroom practice*: A number of classroom practices involving video recordings will be conducted during the training. This will give trainees the opportunity to apply what they have learned during the training. Through this, trainers will be able to provide specific and constructive feedback to the trainees. Classroom practices will form the basis for evaluating the performance of Attendance Takers.

d. *Observations*: The behavior and attitude of trainees throughout the training period will be observed and this will form part of trainees' performance evaluation.

e. *Field practice*: A field practice visit will be organized during the training on 30th January 2017 for all Attendance Takers. This gives the opportunity to apply what the trainee has learned during the training, and for the trainers to provide specific and constructive feedback to the trainees. The practice session and the feedback help to ensure the transfer of learning to the field survey.

1.6   Administrative Issues

To ensure the full attention of all trainees during this training workshop, some questions or issues need to be addressed so that everyone can concentrate more easily.

a. *Training schedule*: The training will be conducted from 26th to 30th January 2017 at Jack and Jill School, Ridge. All training start at 9 am and close at 5 pm each day.

b. **Fieldwork schedule**: The overall work plan for the survey is shown in Table 1. The Endline Survey will be conducted from Monday to Friday during normal school hours.

Table 1. Overall Work Plan for the Survey

Key Activities	Responsibilities	Key Dates	
		From	**To**
Training	PI/FM/RA/FM	26th Jan. 2017	30th Jan. 2017
Endline School Surveys	Survey Team	1st Feb. 2017	18th March 2017

c. *Employment details*: For issues relating to your job at IPA, please note that:

a. Your participation in this training is <u>not a definite job offer</u> but provides the basis for determining whether you are qualified for this project. An employment contract will be offered to you only after successfully passing performance assessments during this training. Details of your employment will be provided in your contract if hired.

b. You are required to have the following before working with IPA.

- *Health insurance*: You are required to have a valid National Health Insurance card. Present a photocopy of your NHIS card for evidence.

- *An active bank account*: If you are hired, IPA will pay you by bank transfer into your account. Make sure your account is active. No field staff will be paid through the accounts of another person!

d. *Workmen's compensation*: Every short-term staff will be automatically enrolled in the workmen's compensation insurance cover during the period of engagement with the project.

CHAPTER TWO

BASICS OF THE QP4G STUDY

2.1   The Context of the QP4G Study

Recent years has seen a marked increase in both the demand for and the supply of early childhood education services in Ghana. An exploratory study conducted by IPA in 2013 in the Ashaiman neighborhood revealed two key findings: (a) the quality of classroom instruction in preschools was generally low and developmentally inappropriate, and (b) parents' subjective assessment of preschool quality focused on developmentally inappropriate instruction and on classroom materials and infrastructure. Low quality of classroom instructions in preschools in Ghana has mostly been attributed to the fact that most preschool teachers are untrained or inexperienced, as well as a lack of/inadequate in-service training for preschool teachers. In fact, the results of the scoping study revealed that 69% of teachers have no training in education or childhood development. Moreover, even though governmental systems exist to provide feedback to teachers, such systems are rarely used. Parents' subjective assessment of preschool is visible in their evaluation of quality in terms of material infrastructure and perceived "serious lessons" through repetition of letters and numbers. Collectively, the low quality of preschool classroom instruction has led to the inadequate preparation of children to be ready for progression into the primary school system.

2.2   The QP4G Project

In order to address the above policy concerns, IPA, in partnership with researchers from New York University in the United States, seek to improve the quality of kindergarten education through teachers and parents. Specifically, the Project involves:
   a. An 8-day in-service teacher training delivered by the National Nursery Teacher Training Center with monitoring and feedback visits;
   b. A 3-part video and discussion intervention delivered to parents through school Parent-Teacher Association meetings focused on early childhood development and learning;
   c. Evaluating the effectiveness of (a) improving the supply of teacher training, and (b) improving the supply and changing the demand for parental intervention.

2.3   Objectives of the QP4G Study

The primary objectives of the evaluation part of the QP4G Study are to:
   a. test the efficacy of a low-cost in-service kindergarten teacher training intervention on the quality of kindergarten teachers' classroom practices and interactions;

children's development, school readiness and learning in preschools in the Greater Accra Region.

b. test the efficacy of a low-cost parental awareness intervention on changing the parental perceptions and expectations of high-quality kindergarten education.

c. test the added value of combining a scalable (low-cost) parental awareness intervention with teacher in-service training.

2.4   Main Features of the QP4G Study

The QP4G Study has the following main features:

a. It is the only such study to be conducted in Ghana by IPA in partnership with researchers from NYU.

b. It includes standardized instruments (*KG Teacher Survey, Classroom Observation, Child Direct Assessment,* and *Caregiver Survey*).

c. Data will be collected using a Samsung tablet based on the SurveyCTO platform.

d. It includes innovative field protocols (tracking, monitoring, etc.) to support high-quality data collection.

CHAPTER THREE

PROTOCOLS FOR RECORDING SCHOOL ATTENDANCE

3.1   Why School Attendance Records?

Successful preschools begin by engaging teachers and children and making sure they come to school regularly. Research has shown that there is a high correlation between school attendance and academic performance and success, while absence from school is often the greatest single cause of poor performance and achievement. If children do not show up for school regularly, they miss out on fundamental reading and math skills as well as the chance to build a habit of good attendance when they are school ready. Thus, children are more likely to succeed in academics when they attend school consistently. Information on school attendance for the sampled KG children and teachers would help us establish the link between school attendance and teaching/ learning outcomes of teachers and children.

3.2   Source of Attendance Records

The sole source of information for the attendance record is the attendance register or book (Table 3). Where the Pupils' Attendance Register does not exist in the school, use the acceptable record type that the school provides on children school attendance. For instance, some schools use exercise or notebooks to record school attendance. In some schools, the attendance book for the teachers at the KG unit is different from the primary or JHS level. Enquire from the school head the appropriate source of attendance records for the teachers at the KG unit to ensure speedy data collection.

Table 3. Source of Attendance Records

Respondent	Name of Reference Register
KG children	Pupils' Attendance Register
KG teachers	Teachers' Attendance Book

3.3   Terms and Definitions

The following terms and definitions apply.
  a. *Absence*: Absence is the nonattendance of a child or teacher to school on days school is in session as reported in the attendance register. Generally, absence is marked "0" in the Pupils' Attendance Register. Teachers who did not write their names and signed [in the Teachers' Attendance Book] on days school is in session are considered to be absent.
  b. *Attendance/present*: Attendance is the presence of a KG child or teacher during the prescribed/active school period on days school is in session. Generally, "present" is

marked "1" in the Pupils' Attendance Register. In the Teachers' Attendance Book, it is indicated by the name and signature of a teacher on days school is in session.

c. *Total number of weeks per term*: This is the number of weeks that the school was [or will be] in session in a particular term. It includes national and/or school-related holidays. A number of weeks for the 2016/2017 academic year for the public schools is shown in Table 4. This may vary among private schools.

Table 4. Academic Calendar and Holidays for the 2016/2017 School Year

Term	# weeks/days spent in school		National Holidays		
			Name	*Date*	*Day*
	Weeks	*Min. Active days*			
1	15 weeks	72 / 73	Founder's Day	21st September	Monday
			Eid al-Adha	September 24	Thursday
			Farmers'	4th December	Friday
2	14 weeks	67	Independence Day	6th March	
			Good Friday	25th March	
			Easter Monday	28th March	

d. *Total number of active school days per term*: This indicates either the (a) number of days the attendance register was opened in either *Terms 1* or *2*, or (b) number of days the attendance register has been opened till date (i.e., day/date of visit to the school for *Term 2*). It <u>excludes</u> national and school-related holidays within the term.

e. *Total number of national and/or school-related holidays*: This is the number of days within the school term or as part of the number of weeks that the school is in a session that is observed as either a national holiday or a school-related holiday. See Table 4 for details on the observed national holidays within the 2016/2017 academic year.

f. *Total attendance per term:* This is the cumulative number of days a KG child or teacher was/is present in school in a term. It is the sum of the number of days present in school or total weekly attendance for a child or teacher in the term.

g. *# No or incomplete records*: This is the number of days within the term with or without attendance records for a KG child or teacher. This could be because no attendance was taken for a particular day or period during the term.

h. *Child absent for 14 days or more in a row in a term*: Per GES regulations, if a student/child absent him/herself from school for 14 days or more in a row, the student is assumed to have withdrawn him/herself. The school is expected to cancel the child's name in the attendance register (*but this doesn't often happen!*).

3.4   Procedure for Completing the School Attendance Records

In order to ensure standardization of the attendance records for the KG children and teachers, the following procedures should be adhered to.

3.4.1 General guidelines

The following steps should be followed in taking the school attendance records for the KG children and teachers.

1. Obtain [verbal] consent from the school head.

2. *Request for the Pupils' Attendance Register and Teachers Attendance Book for the KG unit for Term 1 and Term 2 of the 2016/2017 academic year from the school head and/or KG class teacher.*

3. Obtain school-level information on the (a) total number of weeks that a school is in session per term, (b) a number of active school days per term, and (c) the total number of school-related holidays from the school head. Use this information for all KG teachers and children within the school. Observed holidays are often written across the names of the children in the register for the particular day. Use the holidays provided in Table 4 as a guide to ensure that the days in the register are appropriately recorded.

4. If no attendance was recorded on a particular day, count that day as part of the number of 'no or incomplete records'.

5. Note that the total number of active school days equals total attendance plus a number of days of incomplete records and number of days of absence for 14 days or more in a row.

6. Your team leader is expected to supervise you when taking the attendance records.

7. Make sure you send the data to the server before the close of each day.

8. All paper completed *School Attendance Records Forms* that have been entered into the Samsung tablet should be submitted to the Team Leader.

3.4.2 Attendance records for KG children

When taking the school attendance records for the KG children:

1. Observe the *Pupils' Attendance Register* for *Term 1*.
   a. Observe the attendance register for each KG class and record the cumulative total attendance for each KG child on the *KG Children Attendance Record Form*.
      i. Where the cumulative totals for the term do not exist, calculate using the weekly totals, but ensure that the weekly totals are accurate for all the weeks in the term.
         o Check through the total attendance per week and ensure that it is not more than five (5). If you observed a value more than five for a particular week, recalculate the weekly attendance for the child.
         o Check the cumulative totals for each child and ensure that the summations are accurate. If not accurate, calculate the total attendance before you record the value.

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School Attendance Records Form – KG Children

School ID		School Name			District	
Surveyor's Code		Surveyor's Name			Date of Record	|__ __|__ __| 2017

		1st Term (8th Sept. – 17th Dec. 2016)			2nd Term (12th Jan. – 14th April 2017)		
Total number of weeks per term		/____/____/			/____/____/		
Total number of active school days per term		/____/____/			/____/____/		
Total number of *national and school-related holidays*		National /____/____/ School /____/____/			National /____/____/ School /____/____/		
Child ID	**Child Name**	**# Total attendance**	**# No or incomplete records**	**Was the child absent for 14 days or more in a row in this term?** Yes/No	**Was the child absent for 14 days or more in a row in this term?** #	**# Total attendance**	**# No or incomplete records**

Child ID	Child Name	# Total attendance	# No or incomplete records	Yes/No	#	# Total attendance	# No or incomplete records	Yes/No	#
		/__/__/	/__/__/		/__/__/	/__/__/	/__/__/		/__/__/
		/__/__/	/__/__/		/__/__/	/__/__/	/__/__/		/__/__/
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QUALITY PRESCHOOL FOR GHANA (QP4G) STUDY

School Attendance Records Form – KG Teachers

School ID		School Name			District	
Surveyor's Code		Surveyor's Name			Date of Record	|__ __|__ __| 2017

Teacher ID	Teacher Name	1st Term (8th Sept. – 17th Dec. 2016)				2nd Term (12th Jan. – 14th April 2017)			
		Total number of weeks per term /____/____/				/____/____/			
		Total number of active school days per term /____/____/____/				/____/____/____/			
		Total number of national and school-related holidays National /____/____/ School /____/____/				National /____/____/ School /____/____/			
		# Total attendance	# No or incomplete records	Was the teacher absent for 14 days or more in a row in this term?		# Total attendance	# No or incomplete records	Was the teacher absent for 14 days or more in a row in this term?	
				Yes/No	#			Yes/No	#
		/__/__/	/__/__/		/__/__/	/__/__/	/__/__/		/__/__/
		/__/__/	/__/__/		/__/__/	/__/__/	/__/__/		/__/__/
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b. Identify the number of days in which no attendance records were taken for each child and record the totals in the column "*# No/incomplete records*".

c. Identify whether any of the KG children were absent from school continuously for *14 days or more in a row* (in some cases, the name of the child would have been canceled). If yes, record the number of days the child was absent from school for these periods. Look for this information for each child and record appropriately. If the child absents him/herself for the entire term but resumes in the subsequent term, follow the information provided in the attendance register. That is if the child has been marked absent for the previous term or canceled indicate so. Also, indicate the number of days that s/he was/is present in the subsequent term as indicated in the attendance register. If the attendance for the days of absent for 14 days or more is not recorded, report as 'no or incomplete records'.

d. Complete the attendance records for Term 1 before moving to Term 2.

2. Repeat the process as in step 4 for *Term 2* of the 2016/2017 academic year. Note that the Term 2 attendance records would not have the cumulative totals, as Term 2 is still in session.

a. Calculate the total attendance for the previous weeks (i.e., weeks preceding the week of the visit to the school) in *Term 2*, say *Total for Previous Weeks*.

b. Calculate the number of attendance for the days of the week in which you visit the school. For instance, if you visited the school on a Thursday, attendance was taken from Monday to Thursday and the particular child was present on these days, the total attendance for the week is four (4). However, if the attendance for the day of the visit was not taken, find out whether the particular child was in school that day and mark present/absent (on your notepad). Add the total attendance for the week of the visit to the *Total for Previous Weeks*. This becomes the cumulative total for *Term 2* for the particular child.

c. For the remainder of the days in Term 2, mark as part of the no or incomplete records.

3.4.3 Attendance records for KG teachers

The following procedures should be strictly followed when completing the school attendance records for the KG teachers:

1. Use the information in above to complete the teacher records.

2. If the attendance records for the KG teachers is combined with other teachers in the school, identify the KG teachers in the *Teachers' Attendance Book*.

3. For each KG teacher, count the number of days each KG teacher was present in school for each term and complete the attendance records. In some schools, the cumulative totals or days present in a particular term is indicated in the *Teachers' Attendance Book.*

4. For Term 2, if the teacher is present on the day of the visit, mark as a present and calculate the total attendance for the term as from the beginning of the Term 2 till the day of a visit to the school.

3.5   Obtaining Informed Consent

Ethical practices and respect for persons require that people are given adequate information to allow them to make an informed and voluntary decision whether or not to participate in this survey. Informed consent is intended to inform a potential respondent about the purpose, risks, potential benefits, confidentiality, compensation, contact information for questions, and conditions of participation in the study. To obtain informed consent, the informed consent statement should be read [verbatim] to the respondent in a manner that is understandable so that s/he can make an informed decision. Obtain consent from the school head and/or the class teacher before taking the attendance records for the teachers and children.

CHAPTER FOUR

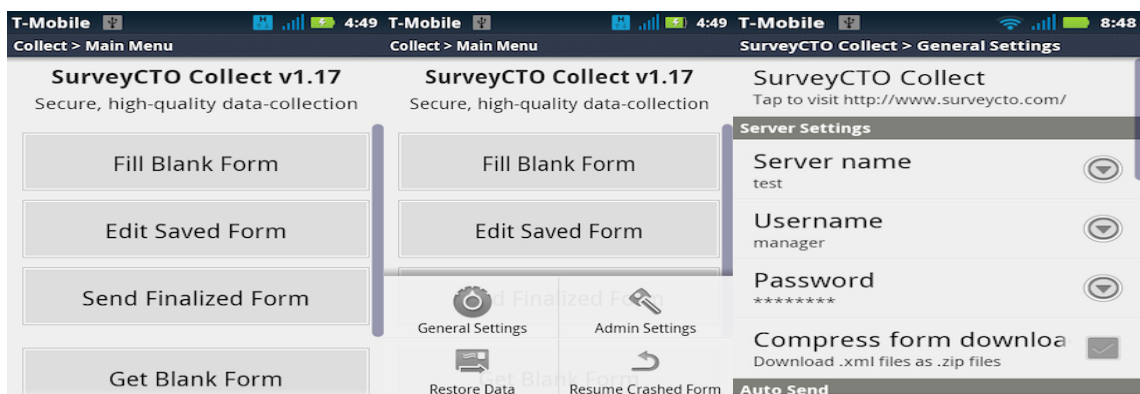# USING THE SAMSUNG TABLET FOR DATA COLLECTION

4.1 Overview of the SurveyCTO

The KG Teacher Survey will be administered using a Samsung tablet, based on a computerized program – SurveyCTO. SurveyCTO is a product that helps to capture, transport, and process data. SurveyCTO makes sophisticated, high-quality electronic data collection as simple as possible. It is based on open data kit, an open-source platform for electronic data collection used in thousands of surveys around the world. The tablet does not require an internet connection to input data into it. This technology reduces the time it takes to clean and download data and analyze the survey results. You are therefore required to know how to use the tablet for the survey.
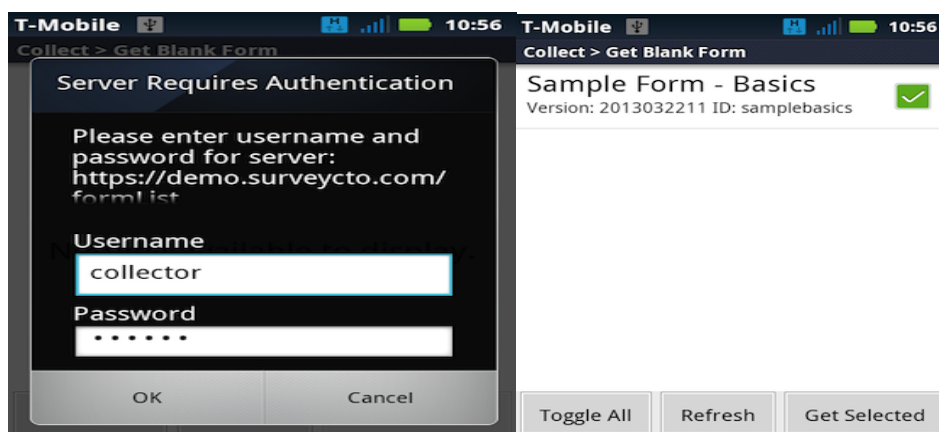
4.2 Getting Started with SurveyCTO on the Tablet

You are required to observe the classroom processes and activities in the recorded videos and record the responses directly into the tablet using SurveyCTO. You are allowed to use a paper backup if for some reason the tablet is not working. Notwithstanding, the Field Manager will have additional tablets as back up. The paper version of the TIPPS Observation Form will only be used when the backup tablets are non-functional. The following procedures provide the steps to using the SurveyCTO.
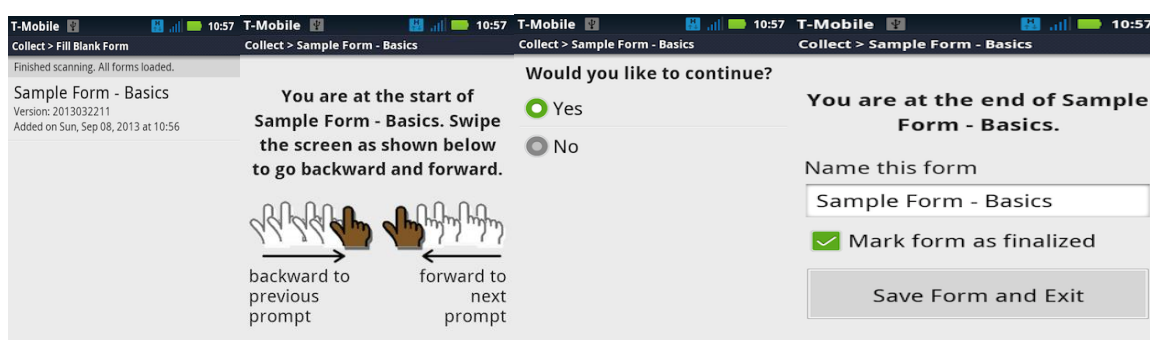
1. Run SurveyCTO Collect on the Samsung tablet device. From the main menu, click your device's menu button, then click *General Settings*. Ensure that the server name is **imppreschool** and the username is "**manager**". Note that, no Attendance Taker is permitted to modify these settings. Your only duty is to ensure that the server name and username are as stated above.
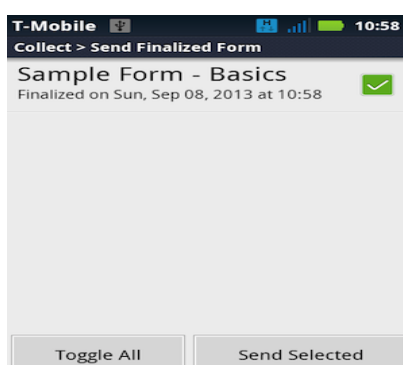

2. Go back to the main Collect menu, then choose *Get Blank Form*. Press OK when prompted to confirm the login information, select the checkbox next to *Sample – Basics,* and press *Get Selected*. The form you will see for the school attendance records is *Attendance Records*.

3. Go back to the main Collect menu, choose *Fill Blank Form*. Fill out the sample forms i.e., *KG Children Attendance Records*. To navigate through the forms, swipe the screen to go backward to previous and forward to next. Provide the record for each information or question following the *instructions* provided in the previous sections. Take note of error warnings (e.g., required fields, answers must be within a particular range, etc.). The team leader should edit the form before sending to the server.

4. Back on the main Collect menu, choose *Send Finalized Form*. Check the listed form and click *Send Selected*.

4.3 Routing Checks on the Tablets

Every team member will be given a Samsung tablet with a case and a charger. In order to ensure proper functioning of the tablet:

a. Always carry the charger for the tablet with you when in the field.

b. The Bluetooth and GPS are turned off.

c. The internet is turned on [only] before sending data to the server.

d. Always ensure the date and time on the phone are correct.

It is the responsibility of each survey team member to ensure that the tablet is maintained and is in good condition. You are therefore required to do the following:

a. Keep the phones in a safe place. Avoid keeping them close to liquids.

b. You should be careful where you place them. You will be charged with any damage caused to the tablet due to your negligence.

c. Report to the Field Manager immediately you find a fault with your tablet.

d. Make sure to switch your tablet off after usage at the end of the day.

e. Do not overcharge the tablet as this can weaken the battery.

CHAPTER FIVE
CONDUCTING THE FIELDWORK

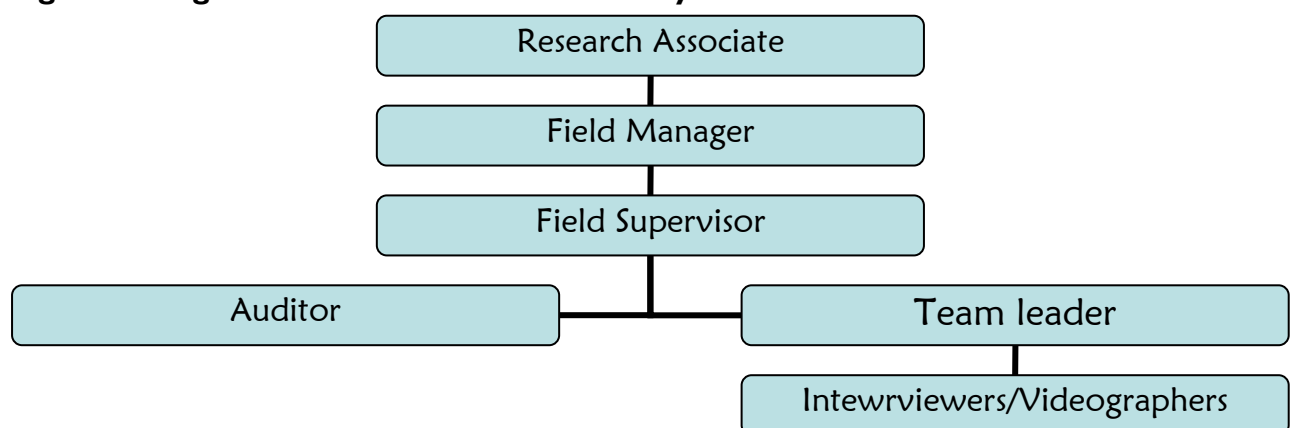## 5.1   General Rules in the Field

Every team member represents the face of our work. The manner in which a team member conducts his/herself before, during, and after interviewing respondents is essential to ensuring the credibility of the survey and IPA. As a general rule,

a. ***Be courteous, attentive, and professional***.
b. Contact the FM or the RA when any important issues arise.
c. ***Be presentable***. Make a good impression by dressing appropriately and neatly.
d. ***Punctuality***: Arrive at the stated time and value the respondent's time.
e. ***Mannerism***: No eating in front of the respondent while interviewing.

5.2   Endline Team Size and Composition

The success of the Endline survey depends on many different people. The Endline Survey has a survey supervisory and monitoring team as well as the survey field team. The survey supervisory and monitoring team comprising the Research Associate (RA), Field Manager (FM), and Survey Coordinator (SC). The survey field team, in turn, comprise seven (7) teams. The total number of the field staff is 48; made up of child assessors, teacher Attendance Takers, field supervisors, and team leaders. Each survey team will comprise 3 KG child assessors, a teacher Attendance Taker, a school attendance taker, and a team leader. There will be two auditors; one each for the teacher survey and the attendance records. Figure 1 shows the structure of the survey team.

Figure 1. Organizational Chart for the Survey

5.3   Roles and Responsibilities of Survey Team Members

The success of the survey depends on each survey team member. The roles and responsibilities of the survey team members are presented in Table 5.

Table 5. Responsibilities of Survey Team Members

Position	Responsibilities/Tasks
Field Supervisor (FS)	The QP4G Field Supervisor will supervise the Endline data collection activities involving *Kindergarten Teacher Surveys* and *Classroom Observations* as well as *Child Direct Assessments*. The Field Supervisor will manage four (4) survey teams; being responsible for the quality and progress of field activities in accordance with prescribed IPA and QP4G data collection protocols. In this role, you will: ▪ Plan, coordinate, and train survey teams in conducting follow-up survey activities; ▪ Monitor and assess the quality of the work of survey teams, team leaders, and Attendance Takers; ▪ Monitor the condition of survey supplies and equipment among survey teams. ▪ Maintain team motivation and morale and foster team spirit; ▪ Manage field records such as survey tracking forms and surveyor attendance. ▪ Perform other duties, as assigned by the Field Manager or Research Associate.
Team Leader	The QP4G Team Leader is responsible for managing a survey team and maintaining high-quality data collection during the Endline surveys. In this role, you will: ▪ Manage team-level field activities in accordance with IPA/QP4G survey protocols; ▪ Monitor and assess the quality of the work of Attendance Takers; ▪ Ensure that field staff have sufficient field supplies and equipment; ▪ Solve and communicate all problems with team members; ▪ Edit all administered surveys for the surveyors; ▪ Manage field records such as survey tracking forms and surveyor attendance. ▪ Perform other duties, as assigned by the Field Manager or Research Associate.
Attendance Taker	The Attendance Takers are responsible for taking school attendance records for sampled KG teachers and children according to QP4G data collection protocols. Specifically, they will: ▪ Complete the school attendance records for each sampled KG teacher and child on the School Attendance Records Form; ▪ Enter the data to the SurveyCTO programed Attendance Records Form; ▪ Send the data to the server by the close of each day. ▪ Adhere to all other IPA survey protocols; ▪ Maintain confidentiality of data gathered; ▪ Perform other duties that may be assigned to him/her.

5.4 Relationship Between Attendance Takers and Supervisors

Attendance Takers should always follow the advice given by the Team Leader or Field Supervisor. Your Field Supervisor and Team Leader are the links between the field survey team and IPA. You will receive instructions from the Team Leader and inform him/her of any difficulties or problems encounter on the field. To ensure a smooth team cohesion:

a. The Team Leader or Field Supervisor provides the Attendance Takers with all the assistance needed during the fieldwork.

b. The Team Leader or Field Supervisor provides feedback. If the Attendance Taker does not understand a procedure or the meaning of a question in the questionnaire,

s/he should ask the Team Leader for an explanation. The Team Leader, in turn, consults the Field Supervisor or Field Manager. for further clarifications and feedback.

c. The Team Leader takes care of the team. Any issues or disputes should be reported to the Team Leader who will then inform the Field Supervisor.

d. If an Attendance Taker has to leave the field due to an emergency or health-related matter, inform the Team Leader, who will then obtain permission from the Field Supervisor or survey management team.

5.5   Expectations from Survey Field Teams

The duration of the Endline is two months, i.e., 7 weeks or 34 working days. Your expectations for participating in the Endline are:

a. You are expected to work full days; 5 days a week from 8.30 am to 5.30 pm.

b. Each school survey team will be tasked to complete 1 school/day; 5 schools/week and 34 schools by the end of the survey period.

c. Each Attendance Taker completes the attendance records for a school and enters the data into the programmed attendance records form.

d. IPA will hold you accountable. IPA protocols include observing and checking the quality of your work. Take reasonable steps to communicate absences due to sickness, family event, etc. with Team Leader. Multiple unexcused absences or failure to communicate absences can result in dismissal.

5.6   Daily Procedures for Fieldwork

5.6.1 Before actual fieldwork

a. Team leaders make contacts with school heads to arrange for the school survey.

b. Team leader ensures that all necessary survey logistics for the team are ready and in good conditions.

5.6.2 During fieldwork

a. Each team visits the assigned school under the leadership of the Team Leader.

b. Team leaders obtain data on all sampled KG children who have moved to other schools and inform the Field Supervisor and/or Field Manager.

c. Attendance Takers take school attendance records.

5.6.3 After fieldwork

a. Team leader reviews/edits the works of the Attendance Taker within the school after each day's work and send the data to the SurveyCTO server.

b. Teams meet at the end of each survey day to discuss the day's work, challenges, and the way forward. The team leader addresses the concerns of the team members and direct issues beyond his/her scope to the Field Supervisor/Field Manager/Research Associate.

c. The Team Leader will manage all the forms required. All necessary field documentation should be submitted to the team leader for onward submission to

the Field Manager. The Field Manager should keep track of all completed surveys and forms during the course of the survey.

5.7   Logistics for Field Work

Transport allowance is provided for as part of the per diem for your field activities. Where there is strong evidence that the transport allowance of GH¢ 15 will be exceeded in an attempt to track a school, inform your Team Leader, who will also inform the FM before making such expenses. No allowance for accommodation will be provided for field staff. The security of the field survey teams should be ensured and not taken for granted. Your security is paramount to the success of this survey. Be safe! Adequate protection should be made to protect yourself and the data collection tools/equipment against the weather. Before leaving for the field, every survey team should be resourced with survey supplies and materials (Table 6). You are responsible for all items that IPA provides you for the fieldwork. You should treat such supplies/equipment as if they are your own! When you receive/return your supplies/equipment, you will sign an equipment/material sign-out sheet. Between the sign-in and sign-out times, you are fully responsible for any loss, damage, or theft that occurs to the items. This means you must pay for a replacement or provide a replacement if IPA determines that loss/damage has occurred.

Table 6. Field Supplies and Materials

Item	Number Required
Team Members	
Tablet, charger, and case	1 per team member
Letter to school authorities	1 per school
Identification card	1 per team member
Informed consent script	1 per respondent
Field manual	1 per team member
Bag for field supplies/materials	One per team member
Team Leaders Only	
Survey movement plan/schedule	1 per survey team
List of districts/schools	1 per survey team
Field activity report template	1 per survey team
QP4G ECD Curriculum	1 set per school
GH¢ 5 phone vouchers	1 per teacher

5.8   Frequently Asked Questions and Suggested Responses

The following presents frequently occurring questions and responses.

1. *What if it is raining?* IPA works every workday, regardless of weather. Rainy days can be great for surveying because people are less busy. Find a sheltered spot during storms, and when the rain is lighter, continue. We advise you to carry a raincoat and wear clothing that can get a little wet, when in the field.

2. **What are you using these data for?** We are collecting these data as background for possible future research. It will also help us and the government to understand issues surrounding preschool [kindergartern] classroom instruction quality and how to support kindergarten teachers with effective training and support so they can best teach young children to learn.

3. **Will we get anything from you?** Our organization is a research organization, and we are just collecting data. This study will not directly benefit you. However, the information you share with us will help us answer very important questions about teachers' and children's experiences in school and is expected to contribute to the improvement of education in Ghana.

4. ***Can I interview any teacher or child if the primary respondent is not around***? No. The respondent should ideally be a person who is knowledgeable about the information being collected in the survey. Only the primary respondent can complete the survey.